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ABSTRACT

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs. The purpose stated for this manual is for the instructor to learn to write a Student Performance Contract. Each manual contains the following sections: cover page that contains the task title, purpose, and information block (program and task codes, estimated time, prerequisites); terminal performance and micro-performance objectives; procedures for completing this manual; learning activities with required resources cited; information sheets; activity sheets (self-checks) with answer keys; a written examination with answer key; and a product/performance checklist. (YLB)

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COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

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A LEARNING GUIDE

Task Write a Student Performance Contract

Purpose The most frequently used method of planning instruction in a competency-based setting is the Student Performance Contract. This is an agreement between the instructor and student which details the learning activities a student will complete in a given period of time. This allows that instructor to tailor the program to meet the needs of each individual student. This also provides a means to use all available resources to their maximum potential. This manual will help you to write a Student Performance Contract.

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Program	Task	Est. Time	Prereq.
PTT	010	2 Hours	

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Write a Student Performance Contract

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DEPT.	PROG	TASK	TPO	MPO
	PTT	010	010	

INTRODUCTION

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs. Each manual addresses a different aspect of CBVE. The entire set is designed to enable instructors, administrators, or industrial trainers to develop the necessary skills needed to successfully develop and implement CBVE programs in a school or industrial setting.

Each manual contains the following sections: Cover page which contains the task title, purpose, and information block; inside pages of performance objective, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written exam, and a product/performance checklist.

Manuals have been developed for the following tasks:

1. Identify the Characteristics of a Competency-Based Vocational Education (CBVE) Program
2. Identify and Sequence Job Tasks
3. Write Measurable Performance Objectives
4. Construct Performance and Written Evaluation Instruments
5. Write Student Learning Guides or Competency Sheets
6. Adapt or Revise a Student Learning Guide or Competency Sheet
7. Identify Teaching/Learning Strategies and Management Techniques to Implement CBVE
8. Develop a Learning Resource Center
9. Orient Students to CBVE
10. Write a Student Performance Contract
11. Select and Design Print and Non-Print Resource Materials
12. Monitor Student Progress and Maintain Student Records

13. Assign Grades

14. Identify Necessary Administrative Support

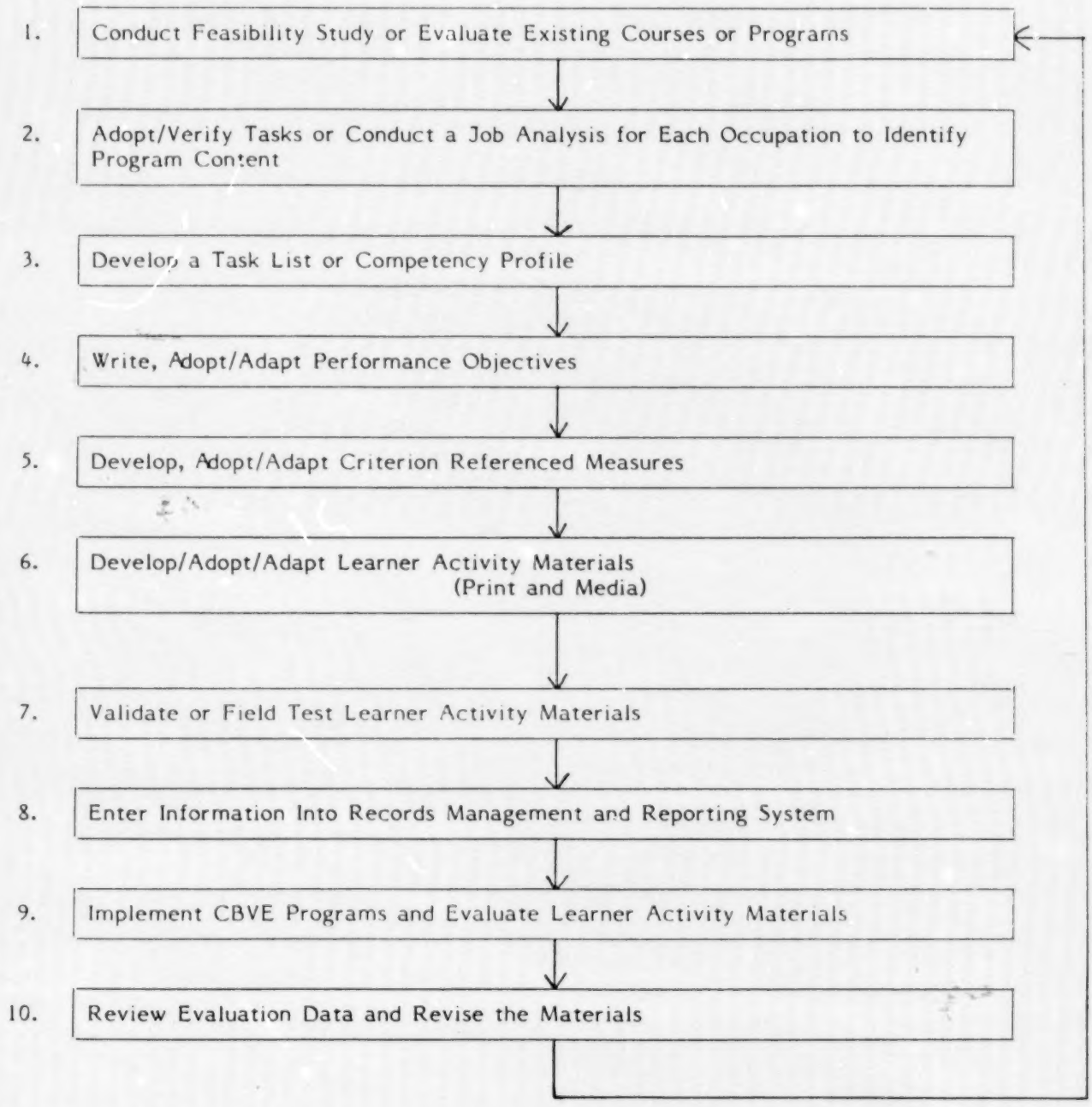
15. Prepare a Staff Development Program

Using the following CBVE systems development model, instructors, trainers, or administrators can develop and implement CBVE programs.

The following institutions deserve credit for the use of some of their materials in the development of these manuals:

- District 916 Area Vocational-Technical Institute, 3300 Century Avenue North, White Bear Lake, MN 55110
- Stephenson Area Career Center, Pearl City Road, Freeport, IL 61032
- Maryland State Department of Education, Division of Vocational Technical Education
- University of South Florida, Division of Vocational Education, Tampa, Florida

CBVE Curriculum Development Model


1. Conduct Feasibility Study or Evaluate Existing Courses or Programs
2. Adopt/Verify Tasks or Conduct a Job Analysis for Each Occupation to Identify Program Content
3. Develop a Task List or Competency Profile
4. Write, Adopt/Adapt Performance Objectives
5. Develop, Adopt/Adapt Criterion Referenced Measures
6. Develop/Adopt/Adapt Learner Activity Materials (Print and Media)
7. Validate or Field Test Learner Activity Materials
8. Enter Information Into Records Management and Reporting System
9. Implement CBVE Programs and Evaluate Learner Activity Materials
10. Review Evaluation Data and Revise the Materials

DEPT.	PROG	TASK	TPO	MPO
	PTT	010	010	

FOREWORD

Once you have the program tasks identified and the learning materials in place, you will need to identify for each student the best path for them to take to reach their occupational goal. The learning plan or Student Performance Contract is a roadmap for the student to follow to reach occupational competence or mastery of any discipline.

Contracts are used to plan, monitor, document and certify the mastery of tasks each student achieves as he/she progresses through the learning process.

In this manual you will have the opportunity to learn about learning plans and develop a plan for use in your program area.

OBJECTIVES OF THIS MANUAL

1. TERMINAL PERFORMANCE OBJECTIVE

GIVEN: Necessary student and school data

YOU WILL: Develop a student performance contract

HOW WELL: To master this task, you must score 22 out of 22 or 100% on a Product Checklist.

2. MICRO-PERFORMANCE OBJECTIVE(S)

1. Identify types of learning plans and student performance contracts
2. Develop a student performance contract

PROCEDURES FOR COMPLETING THIS MANUAL

1. Review CBVE curriculum development model, page 5
2. Read the learning steps and resources for each micro-performance objective
3. Complete the activity sheets for each micro-performance objective
4. Complete the written exam
5. Complete the performance test and review with your school's CBVE resource person

NOTE: The pages in this manual are color coded. The blue pages are the objectives and micro-performance objective pages; white = information pages; yellow = activity pages; green = answer key pages; salmon = checklist pages; and pink = criterion exam pages.

MICRO - PERFORMANCE OBJECTIVE #1

Identify Types of Learning Plans and Student Performance Contracts

LEARNING STEPS

1. Read Resource #1 to identify the reasons for learning plans.
2. Complete Resource #2 to check your understanding of the necessity for learning plans.
3. Read Resource #3 to identify types of learning plans.
4. Complete Resource #4 for a self-check on types of learning plans.
5. Go on to Resource #5 to write a student performance contract.

RESOURCES

1. Information Sheet 010-001-001, "Reasons for Learning Plans," in this guide, pages 9-11.
2. Activity Sheet 010-001-002, "Why Use Learning Plans?" in this guide, pages 12-13.
3. Information Sheet 010-001-003, "Types of Learning Plans, " in this guide, pages 14-20.
4. Activity Sheet 010-001-004, "Learning Contracts," in this guide, pages 21-22.
5. MPO #2 in this guide, page 23.

DEPT.	PROG	TASK	TPO	MPO
	PTT	010	010	001

INFORMATION SHEET

010-001-001

Reasons for Learning Plans

In a traditional vocational program, all students progress as one large group, therefore, planning learning activities is not too difficult. One plan shows what the class will be doing and in what order. This plan may be a course outline, lesson plan book or textbook table of contents. The class will begin the semester with the first chapter or unit and end the semester, hopefully, with the last chapter or unit.

In a competency-based system, the emphasis is not on the group but on the individual. Each student's learning plan is personalized as much as possible to reflect his/her employment goals.

There are six steps in the development of an individualized learning plan. They are to:

1. Help the student select a realistic,specific occupational goal. Considerations in making this decision are:
   - Time available to devote to the program
   - Personal interest in the occupational area
   - Employment outlook in the local area
   - Resources such as tuition, aid, VA benefits, etc.
2. Determine if the student has the desired prerequisites for success in the area. These prerequisites could take the form of:
   - Physical disabilities (which could prevent a student from achievement of the occupational goal)
   - Language or cultural barriers
   - Poor reading and writing skills
   - Poor math ability
   - Other skills specific to an occupational area

Often these areas will be identified by guidance personnel or by testing services prior to enrollment in the program.

3. Prescribe appropriate remedial instruction for success in the occupational area if necessary.

   If the deficient prerequisites are in areas which can be taught in the vocational program, they may simply be added at the start of the plan in addition to the occupational tasks to be completed.

   If the deficiencies are outside the vocational program's capabilities, you have three choices. The first choice is to have some other program or support service within the school to provide the deficient skills. Many high schools and community colleges have developmental laboratories and remedial programs already set up to do this. The vocational instructor merely needs to complete the appropriate form and request the services.

   The second choice would be to locate an outside agency or source within the community to provide the remedial work.

   The third choice to follow is perhaps ask the student to select another program which more closely matches his or her abilities.

4. Identify the tasks necessary to arrive at the occupational goals.

   This is a matter of referring to the task list for the specific occupational area.

5. Write a student performance contract or learning plan to develop the skills necessary for achievement of the occupational goals.

   Developing a contract commits the student to follow through and complete his/her occupational training. The contract lists the tasks which are to be mastered by the student, and the order which they are to be completed. The contract may be broken down into specific grading periods if necessary or it may cover the entire one or two year program.

6. Determine the student starting point in the curriculum.

Once the contract is completed and the sequence of the tasks are identified, the student may proficiency test out of any specific task previously mastered or else receive automatic credit via a regional curriculum joint agreement. In order to proficiency test out or to receive credit for a task previously mastered, the student must meet the criteria stated in the performance objective for each task. Therefore, each regional plan should call for common standards for each task on the regional task list.

ACTIVITY SHEET

010-001-002

Why Use Learning Plans?

Directions: Answer the following questions without the use of references. When complete, check your answers with the following answer key and review any questions you may have missed.

1. Why is an individual learning plan necessary in a competency-based system?

2. What are the six steps in the development of an individualized learning plan?

3. Briefly describe each of the above six steps:

ANSWER KEY

For Activity Sheet 010-001-002

Your answers should look like these:

1. Each student's plan should reflect his/her personal occupational goals
2. A. Select a realistic occupational goal

   B. Determine if the student has the desired prerequisites for success

   C. Prescribe remedial instruction if necessary

   D. Identify necessary tasks

   E. Write a student performance contract or learning plan

   F. Identify the student's starting point in the curriculum
3. Refer back to Information Sheet 010-001-001 for specifics.

INFORMATION SHEET

010-001-003

Types of Learning Plans

Learning plans or contracts may vary in physical layout, but they all should provide a way to:

1. Plan a Student's Work by means of a sequential list of tasks to be mastered.
2. Renegotiate the plan upon mutual agreement within set time limits.
3. Monitor a Student's Progress by checking off tasks as the student masters them.
4. Document Task Mastery for future reference. This is especially useful in areas of safety and for industrial training and retraining.
5. Certify Occupational Competency for Prospective Employers. The student may use his/her certificate of tasks completed as proof of occupational competence.
6. Identify deadlines and due dates for completion.

To achieve the above goals, each learning plan or contract should include:

1. Student Data in the form of name, ID or social security number, address, phone number, and any other necessary data.
2. Grading Information which may include the entrance date, grading scale, necessary school information, a space to indicate date and mastery of each task, and any other necessary data.
3. Tasks to be Mastered for each grading period which are a list of tasks leading to occupational competence.
4. The Order of Task Mastery to prevent bottlenecks on the use of limited equipment.
5. Both the Signature of the Student and Instructor to verify agreement of the plan or contract.
6. Program Data in the form of Program Title and specific occupational goal.
7. Dates for task completion to help students pace themselves.

INFORMATION SHEET

010-001-003 (Continued)

Learning plans may vary from very simple ones which track all students through a required curriculum to those which track students working on multiple or different occupational goals.

The type of plan you develop and use will depend upon your method used to deliver instruction. If all students are expected to complete all tasks in a course or program, then a very simple plan may be used. If students have a choice by job title, or based upon their interest and needs, then a more complex learning plan will be needed.

The following are example learning plans in use by various schools and community colleges. Feel free to modify, adopt, or adapt these plans to fit your needs.

INFORMATION SHEET

010-001-003 (Continued)

EXAMPLE INDIVIDUAL STUDENT LEARNING PLAN

Student Name _____ ID Number _____

Occupational Program _____

Starting Date _____ Expected Completion Date _____

TASK NUMBER	EXPECTED COMPLETION DATE	ACTUAL COMPLETION DATE
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

Plan Cooperatively developed by and agreed to by:

_____ _____ _____ _____

Student Signature Date Instructor Signature Date

NOTE: This plan may be renegotiated upon request by the student or instructor when deemed necessary and mutually agreed upon by both parties.

INFORMATION SHEET

010-001-003 (Continued)

SAMPLE LEARNING CONTRACT

Illinois Community College

I, _____, do contract with _____ to complete a minimum of _____ tasks during the _____ semester. I agree these will be completed by_____(date).

PROGRAM_____ DUTY_____

	TASK NUMBER	STANDARD HOURS	ACTUAL HOURS	EXPECTED COMPLETION DATE	ACTUAL COMPLETION DATE	INSTRUCTOR INITIALS
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

This contract may be renegotiated by _____(date) by either the student or instructor when deemed necessary and mutually agreed upon by both individuals.

I have been informed that in order to receive a passing grade for this semester, I must fulfill the conditions of this contract.

Instructor Signature	Date	Student Signature	Date

Contract Renegotiation

We agree to the following contract changes:

	TASK NUMBER Additions/Deletions	STANDARD HOURS	ACTUAL HOURS	EXPECTED COMPLETION DATE	ACTUAL COMPLETION DATE	INSTRUCTOR INITIALS
1.						
2.						
3.						

Instructor Signature	Date	Student Signature	Date

INFORMATION SHEET

010-001-003 (Continued)

Stephenson Area Career Center

Kelly-Springfield Apprenticeship Performance Contract

Name _____ School Year _____ Semester _____ Start Date _____

M	T	W	TH	F

Hours Per Week

PLANNED		ACTUAL		PLANNED		ACTUAL		PLANNED		ACTUAL		PLANNED		ACTUAL	
SLG	HRS	HRS	M	SLG	HRS	HRS	M	SLG	HRS	HRS	M	SLG	HRS	HRS	M

INFORMATION SHEET

010-001-003 (Continued)

PERFORMANCE CONTRACT

Name _____ School Year _____ Semester _____ Start Date _____

M	T	W	TH	F

Hours Per Week

ID Number _____

PLANNED		ACTUAL		PLANNED		ACTUAL		PLANNED		ACTUAL		PLANNED		ACTUAL	
SLG	HRS	HRS	M	SLG	HRS	HRS	M	SLG	HRS	HRS	M	SLG	HRS	HRS	M

INFORMATION SHEET

010-001-003 Continued

STUDENT PERFORMANCE CONTRACT

Student Name	School Year	SACC Program	Home School	Block	Grade	Sem

	Hrs.	Pts.
_____ Quarter		
Contract		

	Hrs.	Pts.
_____ Quarter		
Contract		

Grade _____	A	_____	_____
D/Absent _____	B	_____	_____
TL Hrs _____	C	_____	_____
TL Pts _____	D	_____	_____

Adjust % _____

Grade _____	A	_____	_____
D/Absent _____	B	_____	_____
TL Hrs _____	C	_____	_____
TL Pts _____	D	_____	_____

Adjust % _____

	QUARTER				MID-TERM				QUARTER				MID-TERM			
	Planned		Actual		Planned		Actual		Planned		Actual		Planned		Actual	
	SLG	HRS	HRS	M	SLG	HRS	HRS	M	SLG	HRS	HRS	M	SLG	HRS	HRS	M
TL																
DATE																
INTL																

ACTIVITY SHEET

010-001-004

Learning Contracts

Answer the following questions.

1. List five items that learning plans should provide.

   A.

   B.

   C.

   D.

   E.

2. Briefly describe five items of information necessary to a learning plan or contract:

   A.

   B.

   C.

   D.

   E.

ANSWER KEY

For Activity Sheet 010-001-004

Learning Contracts

1. A. Plan the student's work
   B. Monitor the student's progress
   C. Document task mastery
   D. Certify occupational competency
   E. Renegotiate the plan
   F. Identify deadlines and due dates
2. A. Student data
   B. Grading information
   C. Tasks to be mastered
   D. Signatures of student and instructor
   E. Program data
   F. The order of task mastery
   G. Dates for task completion

MICRO - PERFORMANCE OBJECTIVE #2

Develop a Student Performance Contract

LEARNING STEPS

1. Read Resource #1 to learn how to write a student performance contract.
2. Complete Resource #2 to practice writing a student performance contract.
3. When you feel ready to develop a student performance contract for evaluation, complete Resource #3.
4. After mastery of this task, go to Resource #5.

RESOURCES

1. Information Sheet 010-002-001, "Write a Student Performance Contract," in this guide, pages 24-28.
2. Activity Sheet 010-002-002, "Write a Student Performance Contract," in this guide, pages 29-31.
3. Product Checklist Task 010 in this guide, pages 32-33.
4. Next manual in the teacher training series.

DEPT.	PROG	TASK	TPO	MPO
	PTT	010	010	002

INFORMATION SHEET

010-002-001

Write a Student Performance Contract

To plan and write a student performance contract, the instructor must have the following information and materials available:

- Performance contract
- Task list for the program
- Time available for contract period
- Grade chart or scale

Using this information, the instructor will be able to show the student:

- Contract hours
- Student learning guides contracted to do
- Mastery hours for each letter grade and
- Daily performance points for each letter grade

Preparing a Student Performance Contract

Step 1

Fill in the student and program information on the student performance contract.

To be able to identify the student, it is necessary to fill in the student data on the top of the student performance contract. (See items checked below.)

Student Performance Contract

✓Student _____ ✓Program _____ ✓Block 1 11 111

✓School _____ Instructor _____ ✓Semester 1 11

✓Circle Appropriate Year Jr. Sr. Post Secondary

Quarter _____ _____ Quarter _____

School Year

INFORMATION SHEET

010-002-001 (Continued)

Step 2

Determine the Number of Student Attendance Days per Quarter

At the beginning of each school year, the main office will give you a student attendance calendar. This will show you the number of attendance days for students from each school.

For our purpose, we will use two hours a day, five days a week, for nine weeks -- or 90 hours of instructional time. Enter the 90 contract hours as shown on the student contract below.

Student Tack Hammer Program Welding Block (I) II III

School Pearl City Instructor Phil Welt Semester (I) II

Circle Appropriate Year (Jr.) Sr. Post Secondary

Quarter _____ _____ Quarter _____

School Year

	Hrs	Perf		Hrs	Perf
Number of Contract	90				

DEPT.	PROG	TASK	TPO	MPO
	PTT	010	010	002

INFORMATION SHEET

010-002-001 (Continued)

Step 3

Determine Student Learning Guides for Quarter

Using the program task list, determine with the student the student learning guides that the student will contract to do for the quarter. Write in on the student performance contract (planned column) the number of, and the standard hours for, each student learning guide. (The number of hours are the variable you may adjust for students depending upon their rate of learning.) The total number of contract hours must be equal to the total number of attendance hours in the quarter.* (See example below.)

*Should SLG's not equal the contract hours, you may find it necessary to assign standard hours to MPO's and use these hours to complete contract or assign contract hours for production, administration time, or SLG's from various coordinators.

	QUARTER				MID-TERM			
	Planned		Actual		Planned		Actual	
	SLG	HRS	HRS	M	SLG	HRS	HRS	M
	101	3						
	102	6						
	104	5						
	106	6						
	107	4						
	108	11						
	110	8						
	111	20						
	112	7						
	114	5						
	117	5						
	119	10						
TL		90						
DATE								
INTL								

DEPT.	PROG	TASK	TPO	MPO
	PTT	010	010	002

INFORMATION SHEET

010-002-001 (Continued)

Step 4

Date and Sign Contract

When the planned student learning guides are entered on the performance contract, the student and instructor initial and date the contract.

QUARTER				MID-TERM			
Planned		Actual		Planned		Actual	
SLG	HRS	HRS	M	SLG	HRS	HRS	M
101	3						
102	6						
104	5						
106	6						
107	4						
108	11						
110	8						
111	20						
112	7						
114	5						
117	5						
119	10						
Total	90						
Date	9/2/84						
Student Initial	T.H.						
Instructor	M. Sharp						

The following page is a sample of a completed contract.

DEPT.	PROG	TASK	TPO	MPO
	PTT	010	010	002

INFORMATION SHEET

010-002-001 (Continued)

STUDENT PERFORMANCE CONTRACT

Tack Hammer	1984-85	Welding	Pearl City	1	Jr.	1
Student Name	School Year	SACC Program	Home School	Block	Grade	Sem

	Hours	Perf.
Quarter		
Contract	90	

	Hours	Perf.
Quarter		
Contract		

	Hrs.	Perf.
Grade		
D/Absent		
TL Hrs		
TL Pts		
A		
B		
C		
D		

Adjust % _____

	Hrs.	Perf.
Grade		
D/Absent		
TL Hrs		
TL Pts		
A		
B		
C		
D		

Adjust % _____

QUARTER				MID-TERM				QUARTER				MID-TERM			
Planned		Actual		Planned		Actual		Planned		Actual		Planned		Actual	
SLG	HRS	HRS	M	SLG	HRS	HRS	M	SLG	HRS	HRS	M	SLG	HRS	HRS	M
101	3														
102	6														
104	3														
106	6														
107	4														
108	11														
110	8														
111	20														
112	7														
114	5														
117	5														
119	10														
TL		90													
DATE	9/2/84														
INTL	T.H.														
Instr.	P.W.														

DEPT.	PROG	TASK	TPO	MPO
	PTT	010	010	002

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ACTIVITY SHEET

010-002-002

Write a Student Performance Contract

Complete the student performance contract on the following page using the information given below:

Chuck Head, a junior from Dakota High School, is enrolled in first semester Machine Trades, Block 11. On September 2, 1984, the beginning of the first quarter, Chuck and his instructor, Manny Sharp, worked out their contract for the first quarter.

Checking the secondary student attendance days calendar, Mr. Sharp determined that Dakota High School had 42 attendance days in the first quarter. He also noted that Block 11 begins at 9:50 a.m. and ends at 11:50 a.m.

Chuck and Mr. Sharp agreed that Chuck would do the following student learning guides. The second number indicates standard hours for each student learning guide.

101 - 5	106 - 10	122 - 7
102 - 4	108 - 8	124 - 5
104 - 4	110 - 14	128 - 5
105 - 7	112 - 11	130 - 10

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ACTIVITY SHEET

010-002-002

STUDENT PERFORMANCE CONTRACT

Student Name	School Year	SACC Program	Home School	Block	Grade	Sem

_____Quarter _____ _____
Contract _____ _____

Grade_____ D/Absent_____ TL Hrs_____ TL Pts_____

	Hrs.	Perf.
A		
B		
C		
D		

Adjust % _____

_____Quarter _____ _____
Contract _____ _____

Grade _____ D/Absent _____ TL Hrs _____ TL Pts _____

	Hrs.	Perf.
A		
B		
C		
D		

Adjust % _____

QUARTER				MID-TERM				QUARTER				MID-TERM			
Planned		Actual		Planned		Actual		Planned		Actual		Planned		Actual	
SLG	HRS	HRS	M	SLG	HRS	HRS	M	SLG	HRS	HRS	M	SLG	HRS	HRS	M

ANSWER KEY

For Activity Sheet 010-002-002

STUDENT PERFORMANCE CONTRACT

Chuck Head	1984-85	Machine Trades	Dakota H.S.	II	Jr.	1
Student Name	School Year	SACC Program	Home School	Block	Grade	Sem

	Hrs.	Perf.
____ Quarter		
Contract	90	

	Hrs.	Perf.
____ Quarter		
Contract		

		Hrs.	Perf.
Grade ____	A		
D/Absent ____	B		
Tl Hrs ____	C		
Tl Pts ____	D		
Adjust % ____			

		Hrs.	Perf.
Grade ____	A		
D/Absent ____	B		
Tl Hrs ____	C		
Tl Pts ____	D		
Adjust % ____			

QUARTER				MID-TERM				QUARTER				MID-TERM			
Planned		Actual		Planned		Actual		Planned		Actual		Planned		Actual	
SLG	HRS	HRS	M	SLG	HRS	HRS	M	SLG	HRS	HRS	M	SLG	HRS	HRS	M
101	5														
102	4														
104	4														
105	7														
106	10														
108	8														
110	14														
112	11														
122	7														
124	5														
128	5														
130	10														
Tl		90													
DATE	9	2	84												
INIT	M. Sharp														

DEPT.	PROG	TASK	TPO	MPO
	PTT	010	010	002

BEST COPY AVAILABLE

PROGRAM: Teacher Training Manual

TASK: Write a Student Performance Contract

TASK # 010

PERFORMANCE/PRODUCT CHECKLIST

STUDENT'S NAME _____ **EVALUATION SITE** _____

EVALUATOR'S NAME _____ **PERFORMANCE ATTEMPT** 1 2 3 4

DATE OF ATTEMPT ____ ____ ____ ____

TERMINAL PERFORMANCE OBJECTIVE:

Given necessary student and school data, develop a student performance contract.

DIRECTIONS TO THE STUDENT:

BEFORE ATTEMPTING THIS TASK FOR MASTERY, CAREFULLY REVIEW THIS CHECKLIST. YOU WILL BE EVALUATED ON THE BASIS OF THIS CHECKLIST. WHEN YOU FEEL YOU ARE READY FOR EVALUATION CONTACT YOUR INSTRUCTOR. YOU MUST COMPLETE YOUR PERFORMANCE WITHIN _____ MINUTES AND MUST SCORE AT LEAST 22 OUT OF 22 POINTS OR 100 % FOR MASTERY. CRITICAL ITEMS ARE MARKED WITH AN ASTERISK (*). THESE ITEMS MUST BE SATISFACTORILY COMPLETED.

DIRECTIONS TO THE EVALUATOR:

THE STUDENT WILL CONTACT YOU WHEN READY FOR EVALUATION. THE STUDENT MUST COMPLETE THE PERFORMANCE WITHIN _____ MINUTES AND MUST SCORE 22 OUT OF 22 POINTS OR 100 % AND ALL ITEMS MARKED WITH AN ASTERISK (*) MUST BE SATISFACTORILY COMPLETED.

DEPT.	PROG	TASK	TPO	MPO
	PTT	010	010	002

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO

Task 010

Student Performance Contract Checklist

Student Data

1. Contains space for student name
2. Contains space for student identification number
3. Contains space to enter year in school
4. Contains space for semester or quarter of contract
5. Contains space for student grade level or year in school
6. Contains space for home school (if needed)

Grading Information

7. Includes space for beginning date of contract
8. Includes space for ending date of contract
9. Includes space to enter tasks or guides for the contract
10. Includes space to enter total hours planned (standard hours) for each task
11. Includes space to enter actual hours to complete each task
12. Includes space for expected completion dates for each task
13. Includes space to enter actual completion dates for each task
14. Includes space for instructor to initial task mastery
15. Includes space for total hours of contract
16. Includes grading information or scale

Program Data

17. Includes space to enter occupational goal
18. Includes space to enter program name
19. Includes space to enter school year

Signatures

20. Includes space for instructor signature
21. Includes space for student signature
22. Includes space for dates of signatures

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 22
TOTAL POINTS POSSIBLE = 22